

You Choose

Year Ten English
Course Selection Booklet



Welcome

The London Nautical School Department of English 2015-16

Dear students, families and interested parties,

Welcome to a new year of English at the London Nautical School. This year is one of fast development for us in the department with a number of new teachers and the introduction of some radical new approaches to the curriculum.

We have some very exciting plans, many of which involve you and about which we are very eager to receive your feedback.

This choices booklet is an introduction to a key aspect of our plan. Each teacher has devised a programme of learning for the year that combines the core learning described in the national curriculum with a “line of inquiry” which provides the year’s learning with a singular focus and a thread of coherence.

Each programme of learning can be evaluated according to 3 dimensions; the line of inquiry, the style of learning and the level of academic challenge.

Your part in this is to choose the programme you want to join for the year and, if you’re a student, to make a commitment to giving it your best.

Please take time to consider each of the programmes in this booklet, and also feel free to contact the teachers directly to have any of your questions answered (their email addresses are included in this booklet and every programme of learning has its own online centre linked from www.edutronic.net).

We look forward to a great year of learning and success.

Kind regards,

Christopher Waugh
Head of Department for English

How to Choose

Course selection in Year 10 can be broken down into 3 key factors

Curriculum Framework

Every Year 10 class follows the English department's **GCSE curriculum framework**, which has been devised in accordance with the English National Curriculum to build on the students' learning from Key Stage 3 and to prepare them to take on the GCSE programme with confidence. This framework is published online on our dedicated GCSE site: gcse.edutronic.net

With confidence that **all** programmes embrace the requirements of English at Year 10, you are empowered to apply the following factors to your decision of "which class is right for me?"

1. Line of Inquiry

Each teacher has developed their programmes this year around a unifying idea. Each programme follows a **line of inquiry** that provides coherence to the year's learning - the students develop their skills as readers, writers, speakers, listeners and - most of all - thinkers to build their insight into the programme's unifying idea. Whether it's *Rebellion, Activism and the Anti-Hero*, exploring *morality*, investigating *idols and visions*, *Shooting Elephants and Monkeys with Typewriters* or exploring the great literary tradition, you should choose the programme that interests you most.

2. Style of Learning

The English Department prides itself in the diversity of its teachers. We all teach with passion and conviction, but each of us has a different style. This booklet contains an outline of the methods each teacher favours in their classroom

3. Level of Academic Challenge

Every class will challenge the students, each in different ways. While 'academic challenge' is not something that can be reduced to a simple statement, each programme allows for a different challenge which by selecting the course, you embrace for Year 10.

Option 1:

Dire Ambition - Class War in British Society

"You Can't Polish a Turd"

Line of Inquiry

Choosing **Dire Ambition** as your English programme for Year 10 means that you probably found the **political**, more socially-conscious aspects of your Key Stage 3 programme attractive; you're probably irritated by injustice and your **ironic humour** has probably got you into trouble on more than one occasion... This programme will take a **satirical approach**. You'll need to think fast, question everything and be willing to speak up. You will be asked to challenge yourself as well as others, take risks and show ambition.

We'll be reading the work of some of the **19th and 20th Century's greatest satirists, poets and authors**. We'll explore **political language** and investigate the gulf between what the powerful say and what you experience. We'll look at the **grammar and style** of a range of satirical writing and publish our own. We'll read **Macbeth** and explore the impact of unfettered ambition in Dickens' **Great Expectations** as well as the moral compromises presented in Alan Bennet's play **The History Boys**. Throughout, you will be practising the **key skills** required to succeed in the GCSE examinations. In parallel to this everyone will be completing for homework their own **longitudinal social inquiry** by investigating links between self-selected books, films and art and presenting these in verbal form.

Style of Learning

Mr Waugh teaches in a **collaborative** environment where you can expect to engage in **extended discussion** into the underlying **language devices** present in texts and your own work. As this class is designed for students with a wide range of confidence in English, we will establish **strong routines** and **personal accountability** will be strongly enforced. The writing programmes will have a strong **grammar** focus and the expectation is that you will be **publishing** and **performing** a great deal of what you create.

Level of Academic Challenge

- Pace of learning: **Moderate**
- Complexity of Source Texts: **Complex**
- Expectation of independent work: **Moderate**
- Willingness to participate in class discussion: **High**
- Required prior knowledge: **Low**
- Minimum entry level: **Open Entry**

Option 2:

Gods and Monsters

"All human beings, as we meet them, are commingled out of good and evil: and Edward Hyde, alone, in the ranks of mankind, was pure evil"

— Robert Louis Stephenson

Line of Inquiry

How far would you go to fulfill your dreams and ambitions? Who is it that defines where the boundaries of 'civilised' society lie and what right do they have to tell us where our our priorities should be and how we should act? How much are we in control of our own actions and why should we care about the binaries of Good and Evil?

By selecting this unit, you have shown that you are interested in the perceptions of yourself and others. You are intelligent and have an ear for stories that people tell in order to help themselves interpret the world and each other. We will begin Year 10 by exploring the duality of man in Stevenson's Strange case of **Dr Jekyll & Mr Hyde**, an allegorical tale of addiction and desire. With **Mortal Follies**, we will explore the human condition through non-fiction writing, looking at how the expectations of society impact upon individuals and shape our interactions of the world. Finally, by the end of Year 10, we will have read **Lord of the Flies** - a dystopian tale of how children become monsters in their lust for power in a world without adults.

Style of Learning

The **key** thing about my lessons is **choice**. I will always provide a **variety** of tasks for you to do, but it is up to you to choose which tasks suit you and how it will help you progress on your own **personal learning journey**.

I have a **passion for films and comics** and will try to include these in my lessons where I can to help start debates and inspire our own creative writing work.

Finally, I love reading and **finding new words**. I try to include activities in my lessons that will help you evaluate your own vocabulary choices and **develop your own voice**.

Mr North.

Level of Academic Challenge

- Pace of learning: **Moderate**
- Complexity of Source Texts: **Moderate**
- Expectation of independent work: **Supported**
- Willingness to participate in class discussion: **Moderate**
- Required prior knowledge: **Low**
- Minimum entry level: **Open Entry**

Option 3:

Change and Transition

"In the depth of winter, I finally learned that within me there lay an invincible summer."

— Albert Camus

Line of Inquiry

By choosing 'Change and Transition', you will become part of a course which examines how writers have portrayed change in their works. Starting with **The Strange Case of Dr. Jekyll and Mr. Hyde**, we will throw ourselves into the **Gothic** tradition, a genre characterised by the supernatural and the uncertain. Expect to deal with complicated language here, but treat this as a source of joy - as we will find out, elaborate prose is one of the many facets which characterise the genre! Thematically, we will look at how Dr. Jekyll transforms throughout the book, and, through careful reading on context surrounding the novel, we'll ask questions as to whether these changes are representative of a larger theme in society.

Moving to the Autumn term, we'll stray away from the novel and move on to non-fiction. Here, our focus will be the harrowing but wonderful **Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity**. We will follow the lives of several inhabitants of a Mumbai slum, as our author, Katherine Boo, narrates the joys, difficulties and frustrations of a country on the rise. One of our key questions here will be: to what extent do changes in your community change you as an individual? *Behind the Beautiful Forevers* is written in a terse, journalistic style and will provide plenty of opportunities for us to try our own hand at writing nonfiction. There will also be an opportunity to look at the play of the same name by David Hare.

On our final stretch of the year, we'll look at Willy Russell's **Blood Brothers**. Much like *Behind the Beautiful Forevers*, we will explore how grander social problems can affect personal relationships. There is a dark undertone to this musical, and Russell brings to life much of 1950s Liverpool with regional dialogue. There will be much room for the universal as well, however, as *Blood Brothers* encourages us to consider how the changes which many of us go through in our lives such as parenthood, growing up and falling in love.

Students should note that these three texts are the main texts throughout the year, but there will be plenty of extracts from a wide range of other genres. If you would like to know more about this, the full year plan can be found on Edutronic.

Style of Learning

Mr O'Brien thinks **young people have a lot to say** and his classes reflect this. There will be plenty of room for you to **voice your opinion** in group discussion, debate and **class exploration of texts**. What you say is just as important as what you write, however, and you will be expected to do so often. We will spend time **reflecting on the choices you make** with words and how this can help us understand more about the subject of English.

Level of Academic Challenge

- Pace of learning: **Moderate**
- Complexity of Source Texts: **Advanced**
- Expectation of independent work: **Moderate**
- Willingness to participate in class discussion: **High**
- Required prior knowledge: **Moderate**
- Minimum entry level: **Open Entry**

Option 4:

Falling Short and Self-Discovery

“Posner: Do you ever look at your life?

Tom Irwin: I thought everybody did.

Posner: I'm a Jew... I'm small... I'm homosexual... and I live in Sheffield... I'm fucked.”

— Allan Bennet, “The History Boys”

Level of Academic Challenge

Pace of learning: **Slow**
Complexity of Source Texts: **Moderate**
Expectation of independent work: **Supported**
Willingness to participate in class discussion: **Moderate**
Required prior knowledge: **Basic**
Minimum entry level: **Open Entry**

Line of Inquiry

Life is full of expectations. Certain things are expected of you and that is a part of being human. But what happens when we fall short of what is expected of us? When we don't quite achieve an outcome we or others expected? What about when we actively defy society's expectations? Or, perhaps worse, suppress our human instincts because society tells us so?

This course sets out to examine the society within which we live and to consider how human behaviour is influenced by its expectations. We will read **The Strange Case of Dr Jekyll and Mr Hyde** to examine how the central characters behave and how they suppress undesirable urges. We will read extracts from **Into the Wild** by Jon Krakauer to consider why Christopher McCandless abandoned his affluent lifestyle to explore the true meaning of happiness beyond the boundaries of western society. We will also read extracts from texts written by and about those who challenge, defy and fall short of society's expectations, including Nelson Mandela, George Orwell, Maya Angelou and Stephen Fry. We will also read **The History Boys** by Alan Bennett, examining the school environment, the point of knowledge and emerging sexuality.

In Year 11, we will read **The Merchant of Venice** by William Shakespeare and explore the concept of anti-semitism through a study of Shylock. We will also read a range of poetry concerning power and conflict to problematise the notion of the 'hero'.

This is a course for those who find English challenging, but wish to think hard about the role literature plays in shaping and reflecting our society

Style of Learning

Mr Harris has an inquiry based approach to learning, where his students are expected to work at length on extended projects throughout the year. His pupils should develop resilience and tolerance towards ambiguity as Mr Harris seeks to bring the philosophical, ethical and political debates of the world inside the four walls of his classroom. Mr Harris always seeks to bring texts alive through drama, music and art, so students should be positively disposed to expressing their understanding and exploring written texts through these mediums.

Option 5:

Hate

"Hatred alone is immortal.
Do we not see this
principle at work
everywhere?"

— William Hazlitt, "On The Pleasure of
Hating" (1826)

Line of Inquiry

There has been at least as much wonderful Literature written about what people Hate as what they Love. Why, then, the emphasis on Love as a theme? The genres of **Revenge Tragedy, Satire and the Jeremiad** (a long essay moaning about the state of society) all have long and fascinating histories.

This year the guiding idea of this class will be visions of Hate in multiple genres. We will look at controversial journalists including **Christopher Hitchens** and **Charlie Brooker** as well as **Hazlitt**, a man who is a great influence on both.

The novel we will read this year is **Lord of the Flies**, a story about the evil that lurks beneath society's surface. We will also be studying Shakespeare's **The Tempest**, which takes on the form of a Revenge drama but also plays with our expectations as an audience.

Style of Learning

Mr Price regards the classroom as a formal situation and has as an expectation that you take every lesson seriously. Learning can be enjoyable, but it is always important. I will be expecting you to plan and complete careful pieces of writing this year; you will also need to read independently and are expected to participate in class discussions in an environment of debate.

Level of Academic Challenge

- Pace of learning: **Accessible**
- Complexity of Source Texts: **Challenging**
- Expectation of independent work: **Supported**
- Willingness to participate in class discussion: **High**
- Required prior knowledge: **Moderate**
- Minimum entry level: **Open Entry**

Make your Choice:

The London Nautical
School Department of
English

Course Selection Process

Read more:

Many of your teachers have produced more detailed information about the courses they're offering this year. All this information is available on The Edutronic:

<http://www.edutronic.net/>

You're encouraged to speak to your families and the teachers to find out more about the course options before you make your final selection.

Select your course

This is an online process; once you've decided what your preferences are for your English course for 2015-17 you must then go to The Edutronic and complete the course selection form.

You will be asked to:

1. Rank your course preferences from 1-5
2. Explain why you believe you are a suitable choice for your first preference
3. (Optionally) enter your and your parents' contact information to be added to the English department mailing list
4. The deadline for completing this selection process is **midday on Sunday 6 September**

When will you know?

We will be making the course allocation on Sunday 6 September and you will start in your new classes on Monday 7 September.

Once this allocation is made, there will be no subsequent course alterations for the two year duration of the GCSE programme.